

Language Arts 6- Crescent Valley School

2022-23

Course Name: Language Arts

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Program Rationale and Philosophy:

- Students are expected to use language to learn, and learn to use language. Language is an integral part of learning, and takes place in and across all subject areas.

General Learner Outcomes:

- ✓ revise initial writing drafts
- ✓ use a variety of sentence structures
- ✓ refine and polish word choices
- ✓ use conventional formats for letters
- ✓ use experience with figures of speech to assist them in reading, writing and talking
- ✓ recognize how point-of-view influences communication
- ✓ identify a writer's or speaker's underlying theme
- ✓ determine the mood developed by a speaker or writer
- ✓ select and write on topics of interest
- ✓ use semicolons and quotation marks
- ✓ identify the meanings of prefixes that have consistent meaning
- ✓ recognize common phrases as idiomatic expressions
- ✓ understand that languages are constantly changing and adapting
- ✓ distinguish fact from opinion; relevant information from irrelevant information
- ✓ recognize techniques used by writers and speakers to create humour
- ✓ focus their talk or writing on ideas related to topics or themes, and provide support for ideas
- ✓ express personal viewpoints that may be contrary to popular opinion
- ✓ create a table of contents
- ✓ develop a logically supported argument for formal presentation
- ✓ compose stories that contain elements of story structure

Monthly Timeline:

The following concepts, although presented in a timeline, will be presented and reinforced throughout the school year.

September/October

- Reading:
 - o Introduce Notice and Note (Beers and Probst) Close Reading Signposts:
 - Contrasts and Contradictions.
 - Aha Moment.
 - Tough Questions.
 - Words of the Wiser.
 - Again and Again.
 - Memory Moment.
 - o 3R's Reading Assessment- GYSPD Benchmark
 - o September: Read Aloud Project Connection to Orange Shirt Day- As Long as the Rivers Flow
 - o Mid October- Global Read Aloud Project: Thirst by Varsha Bajaj
 - o Jerry John's Reading Assessment (Oral and Silent Reading Assessment)
 - o Daily Reading- students will complete daily reading logs reflecting/responding to their reading
 - Summarizing Frameworks (Empowering Writers p. 31-42)
- Writing:
 - o Genres/Sentence Variety (Improve Boring Sentences), Show not Tell (Elaborative Detail)
 - o Revising/Editing Skills will be embedded during the NARRATIVE writing unit
 - o Mentor Texts will be used to reflect narrative writing
 - o Journal/Daily Writing
 - o HLAT- Writing Assessment

November /December

- Reading:
 - Continue with Reviewing/Identifying Notice and Note Close Reading Signposts
 - Start Mid November: Class Novel Study- Refugee (by: Alan Gratz)
 - Daily Reading- students will complete daily reading logs reflecting/responding to their reading
- Writing:
 - Introduction to Empowering Writers Narrative Writing
 - o Recognizing Genre
 - o Elaborative Detail
 - Revising/Editing Skills will be embedded during the narrative writing unit
 - Mentor Texts will be used to reflect Narrative writing
 - Journal/Daily Writing

January/February

- Reading:

- Continue with Reviewing/Identifying Notice and Note Close Reading Signposts
- Class Read Aloud: Fish in a Tree
- Daily Reading- students will complete daily reading logs reflecting/responding to their reading
- Introduce PAT Part B Practice Tests (2-3 excerpts/questions per week)
- Writing:
 - Empowering Writers Narrative Writing
 - Beginnings
 - Suspense
 - Revising/Editing Skills will be embedded during the narrative writing unit
 - Mentor Texts will be used to reflect Narrative writing
 - Journal/Daily Writing

March/April

- Reading:
 - Continue with Reviewing/Identifying Notice and Note Close Reading Signposts
 - Class Read Aloud:
 - Daily Reading- students will complete daily reading logs reflecting/responding to their reading
 - PAT Part B Practice Tests
- Writing:
 - Empowering Writers Narrative Writing
 - Main Event
 - Ending
 - Full Story Assessment
 - Revising/Editing Skills will be embedded during the narrative writing unit
 - Mentor Texts will be used to reflect Narrative writing
 - Journal/Daily Writing
 - Expository Writing- News Articles

May/June

- Reading:
 - Continue with Reviewing/Identifying Notice and Note Close Reading Signposts
 - PAT Part B Practice Tests (1 each day leading up to full practice exam)
 - PAT PART B- Reading Exam
 - Daily Reading- students will complete daily reading logs reflecting/responding to their reading
 - Jerry John's Oral/Silent Reading Assessment
- Writing:
 - PAT Part A Writing Practice leading up to full practice exam

- PAT PART A Writing exam (Narrative and News Article)
- HLAT Writing Assessment
- Poetry (After PAT is Written)
- Expository Writing- Empowering Writers
 - Research Writing

Materials:

- Read Aloud Novels: Thirst, Refugee, As Long as the Rivers Flow
- Notice and Note Teacher Resource
- Empowering Writers Expository and Narrative Teacher Resource/Student Copies
- Mentor Texts for Reading/Writing:
- Dictionaries / Thesaurus
- Weekly vocabulary assignments
- Weekly reading comprehension
- Non-Fiction Comprehension

Course Assessment and Evaluation:

- **Formative Assessment:** Conversations, Observations, Exit tickets, Post-it notes, Conferencing with Students
- **Summative Assessment:** Language Power, Writing Assignments, Reading Assignments, Projects, Quizzes, Unit Exams

Students will be assessed using the scale below:

- 4- Excellent achievement of grade level outcomes
- 3- Meets grade level outcomes
- 2- With assistance, can meet grade level outcomes
- 1- Does not meet grade level outcome

